

4 month reporting date 4/11/07
8 month reporting date 8/11/07
12 month completion date 12/11/07

Oldham-Ramona District Improvement Plan/Progress Report Form

Principle 1, General Supervision:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issue requiring immediate attention:

ARSD 24:05:17:03. Annual report of children served.

In its annual report of children served, the division shall indicate the following:

In its annual report of children served, the division shall indicate the following:

- (1) The number of children with disabilities receiving special education and related services on December 1 of that school year;
- (2) The number of children with disabilities aged 3 to 5, inclusive, who are receiving a free appropriate public education;
- (3) The number of children with disabilities aged 6 to 17, inclusive, and 18 to 21, inclusive; and
- (4) The number of those children with disabilities aged 3 to 21, inclusive, for each year of age, starting with age 3 within each disability category.

For the purpose of this section, a child's age is the child's actual age on the date of the child count, December 1.

The division may not report a child under more than one disability category.

ARSD 24:05:22:03 Certified Child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the district for verification of its annual child count. This definition applies to all eligible children ages 3 to 21, inclusive, and only to those children under the age of 3 who are in need of prolonged assistance.

The monitoring team was unable to validate Student 4 on the District's child count was eligible for special education services in the category determined by the IEP team. Through review of Student File 4 and interviews, the team determined behavior assessments were requested to determine whether behaviors were impeding the child's learning; however, there was no documentation showing behavior assessments were given.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all students have a comprehensive evaluation in all areas of suspected disability and are reported on the child count under the correct eligibility category.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The District will reevaluate Student 4 in all areas of suspected disabilities and document the results in a written report.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The District will reevaluate Student 4 in all areas of suspected disability and document the results in a written report. The IEP team will meet, review the findings of the student's evaluation, and determine the student's correct eligibility category for the District's current child count.</p> <p>What data will be given to SEP to verify this objective? The district will review the files of students reevaluated during the four-month timeline. The number of student files and the number assessed in all areas of suspected disability will be sent to the SEP to verify this objective.</p>	4/11/2007	Special Education Instructor and School Psychologist If applicable, also the Speech & Language Therapist, OT, and PT	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Principle 3, Appropriate Evaluation:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04 Prior notice and parent consent

Informed parent consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

Through file reviews, the team found consent in one student file showing it was received on 4-19-06; however, the child had a fine motor evaluation conducted on 4-11-06. In addition, the team could not validate whether reevaluations were conducted before consent was received or completed within the 25 school-day timeline because: Two student files had no dates to show when behavioral testing was done; no date was given when speech/language assessments had been conducted with two students; one student's evaluation report did not have dates showing when attention, behavioral/emotional, behavioral/social, or academic functional assessments were given; and, one student's file did not have documentation showing the date of a fine motor assessment.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will ensure parental consent is received before conducting evaluation and testing is completed within 25 school days.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student is to be evaluated, the District will receive parent consent before any tests are given and document in the written report when each test was given to the student 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve? The District will develop procedures for documenting when parent consent was received for initial evaluations and reevaluations.</p> <p>What data will be given to SEP to verify this objective? The procedures developed for documenting receipt of parent consent will be sent to the SEP to verify this objective.</p>	4/11/07	Special Education Instructors	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? Individuals who conduct evaluations for the District will document in their written reports the date each test was given to show tests were completed within 25 school days from receipt of parent consent.</p> <p>What data will be given to SEP to verify this objective? The total number of written reports and the number having documentation of each test date will be submitted by the District to the SEP to verify this objective.</p>	8/11/07	Special Education Instructors, School Psychologist, Speech & Language Therapist, OT, and PT	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Principle 5, Individualized Education Program:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05: 27:01.03 Content of Individualized Education Program (IEP)

Present level of academic achievement and functional performance and annual goals

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

In the review of eleven IEPs, the present levels of performance were not skill specific.

Annual goals must be measurable and reasonable for the student to accomplish within a one-year timeframe.

The monitoring team found each IEP reviewed had several annual goals based on standards. Some goals had been written as measurable, but goals not measurable were also noted.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will ensure comprehensive evaluations include functional assessment(s) in all areas of a student's suspected disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a child is initially evaluated or reevaluated, functional assessments will be completed in all areas of the child's suspected disability, the findings will be documented in a report, and the information will be used to develop the student's IEP PLAAFP's and measurable annual goals 100% of the time.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The District will complete comprehensive evaluations with the inclusion of functional assessments in all areas of the child's suspected disability and document the findings in a report.</p> <p>What data will be given to SEP to verify this objective? The district will review all initial and reevaluation reports for documentation of skill-specific functional assessment information in all areas of each students areas of suspected disability. The total number of reports reviewed and the number having skill-specific functional information will be submitted to the SEP for verification of this objective.</p>	8/11/07	Special Education Instructors	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? The District will develop PLAAFPs based on the child's specific functional skill strengths and difficulties.</p> <p>What data will be given to SEP to verify this objective? The District's Special Education Instructors and related service providers will attend training, and submit the date of training, presenter, and those who attended to the SEP to verify this objective.</p>	4/11/07 Mary Borgman	Special Education Instructors And Related Service Providers	

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<p>3. What will the district do to improve? The District will develop measurable annual goals that correlate with areas of need documented in the PLAAFP.</p> <p>What data will be given to SEP to verify this objective? The District's Special Education and related service providers will attend training, and send the date of training, presenter's name, and those who attended to the SEP to verify this objective.</p>	<p>4/11/07</p> <p>Mary Borgman</p>	<p>Special Education Instructors And Related Service Providers</p>	
Please explain the data (4 month)			
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Principle 5, Individualized Education Program:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02 Transition services

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with the disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team did not validate the committee's conclusion that the district ensures transition plans for students are a coordinated set of activities reflecting student strengths and interests to prepare them for post-secondary activities. Upon review of Student Files 2, 9, and 11, the team determined an employment interest inventory was the only transition assessment given, therefore, transition services were not specific or a coordinated set of activities to meet the needs of the students. In addition, transition was not addressed in the students' IEP present levels of performance.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will ensure transition plans are a coordinated set of activities, which reflect student strengths and interests to prepare for post school activities.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When developing an IEP for a transition age student, the District will complete a comprehensive transition assessment, report the findings in the student's PLAAFP, and develop a coordinated set of transition activities and/or services and goals for post-secondary planning 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? All special education staff who assess and develop IEPs for transition age students will attend training that addresses transition evaluations and post-secondary IEP planning.</p> <p>What data will be given to SEP to verify this objective? The training date, presenter, and district staff who attended the training will be submitted to the SEP to verify this objective.</p>	<p>4/11/07 Bev Petersen</p>	<p>Special Education Instructors</p>	<p>(completed by SEP)</p>
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			